

Facilitating a Group Discussion

It shouldn't feel like a Where's Waldo hunt when seeking your presence in your courses.
With consistent strategic communication, it won't.

Substantive Interaction

This **Substantive Interaction** information comes from the Quality Continuum Rubric for Distance Education that peer reviewers will use when evaluating courses. While they will use an appreciative inquiry lens, they are seeking examples that are emerging or above. Anything lower will receive a recommendation for improvement or compliance. Substantive Interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:

- A. Providing direct instruction (This method only applies in synchronous courses.)
- B. Assessing or providing feedback on a student's coursework.
- C. Providing information or responding to questions about the content of a course or competency.
- D. Facilitating a group discussion regarding the content of a course or competency.**

Facilitating a discussion is more than providing a space for peer-to-peer engagement. That is the initial step, but for truly substantive interaction, the instructor should monitor and facilitate the discussion. The first recommendation is to include a facilitation statement so students know what your role will be in the discussion. How, when, where, why will you participate? Contributions from you (i.e., questions, comments, resources, connections, etc.) sprinkled throughout can model good practices and add value to the discussion. You might consider providing a wrap up summary in the discussion board and/or in an announcement. To make this form of RSI obvious, say what you will do and then do it.



★ Initial

- Provides prompts, questions or topics to engage students.



★★ Emerging

- Provides prompts and occasional comments or guidance to students in discussions to ensure focus is on course content and discussion is productive.



★★★ Developed

- Frequently provides comments or guidance in discussions to enhance course content/ competency mastery.



★★★★ Highly Developed

- Actively participates in discussions to pose questions, propose alternative viewpoints, connect ideas, and encourage struggling students.

The RSI Workgroup created materials and examples are designed to support you in strengthening your online courses and meeting RSI standards. You're welcome to adapt them to fit your course needs, while keeping the ACCJC rubric review criteria in mind. Visit the RSI tab on the Norco College Distance Education Committee page for regular updates.